Fall 2003 Professional Development Series

Regional Assessment Seminar

Understanding and Implementing the Local Assessment System Guide

Maine Department of Education

&

Maine Mathematics and Science Alliance

Regional Assessment Seminar Series

Fall 2003

Understanding and Implementing the Local Assessment System Guide

Outcomes

Participants will:

Receive an update on current assessment-related issues

Develop an understanding of the Principles and Criteria in the Local Assessment System Guide

Become familiar with the status and details of the discipline-specific assessment types

Become familiar with the role of curriculum and instruction in valid assessment implementation

Have the opportunity to reflect on the Principles and Criteria in the LAS Guide and make connections to their work

Agenda

9:00-9:30	Welcome/Introductions/ Outcomes and Agenda Highlights of Local Assessment System Initiatives
	Overview of Local Assessment System/ Setting the Stage Purposes and Characteristics
9:30-11:00	Maine's Local Assessment System Guide Purposes, Principles, and Criteria
11:00-11:30	Links and Connections Reflection Questions and Answers
11:30-12:30	LUNCH
12:30-3:00	DISCIPLINE-SPECIFIC BREAK OUT SESSIONS AND ALTERNATE ASSESSMENT SESSION (5 sites)

Local Assessment Systems

2003-2004

Highlights from Work Plan

LAS Guide Principles and Criteria for the Adoption of a Local Assessment System

- Local Assessment System Design Institutes June 2003
- LAS Guide (with supporting materials) posted on web August 2003
  www.state.me.us/education/lsalt/localassess.htm
- Regional Assessment Seminars Fall 2003

Local Assessment System Survey

- Collected at institutes/through mailing Summer 2003
- Data analyzed – Key Findings September 2003
  Report due October 2003

Local Assessment System Implementation Study 2003-2004

- Purpose - To see how a sample of schools are responding to LAS development. (What's working and what difficulties are encountered?)
- Sample - 18 school districts –2 per superintendent region-
- Informational Meeting November 7

Assessments

- LAD (Local Assessment Development) English language arts, health and physical education, mathematics, science and technology and social studies Field Test 2003-2005 www.mainelad.org
- MAP (Maine Assessment Portfolio) English language arts, health, mathematics, science (task sets with student work) Fall 2003
- MAP- Social Studies – Field Test 2002-2004 www.maptasks.org
- Exhibition Assessment Pilot (Criteria) 2003-2004
  www.state.me.us/education/lsalt/localassess.htm
- Alternate Assessment Field Test 2003-2004
  www.state.me.us/education/lsalt/altassess.htm

Career Preparation, Modern & Classical Languages, Visual & Performing Arts

- State Advisory Committees to be identified soon
- Guidelines for Implementation on web www.state.me.us/education/compedplan

Contact: Pam Rolfe pam.rolfe@maine.gov 624-6785

The Purposes of Assessment

Produce high quality information about student performance that will inform teaching and enhance learning.

Monitor and hold school administrative units accountable for students achieving the content standards of the system of *Learning Results.*

Certify student achievement of the content of standards of the system of *Learning Results*.

Chapter 127 Instructional Program, Assessment, and Diploma Requirements Section 4 Subsection 4.02A Purpose.

Characteristics

Maine's Assessment System Should:

- Align with Maine's *Learning Results*
- Utilize Multiple Measures of Learning
- Ensure Fair Assessment for ALL Students
- Utilize Recognized, Relevant Technical Standards for Assessment
- Provide Understandable Information to Educators, Parents, Students, Public and Media
- Provide Professional Development Opportunities for Teachers, Administrators and Future Educators
- Be Practical and Manageable

Coherence

Sufficiency

Fairness

Assessment Types

Comparability

Replacement

Performance Standards

Public Reporting

Content Clusters

Common Assessments

Local Assessment System Principles and Criteria

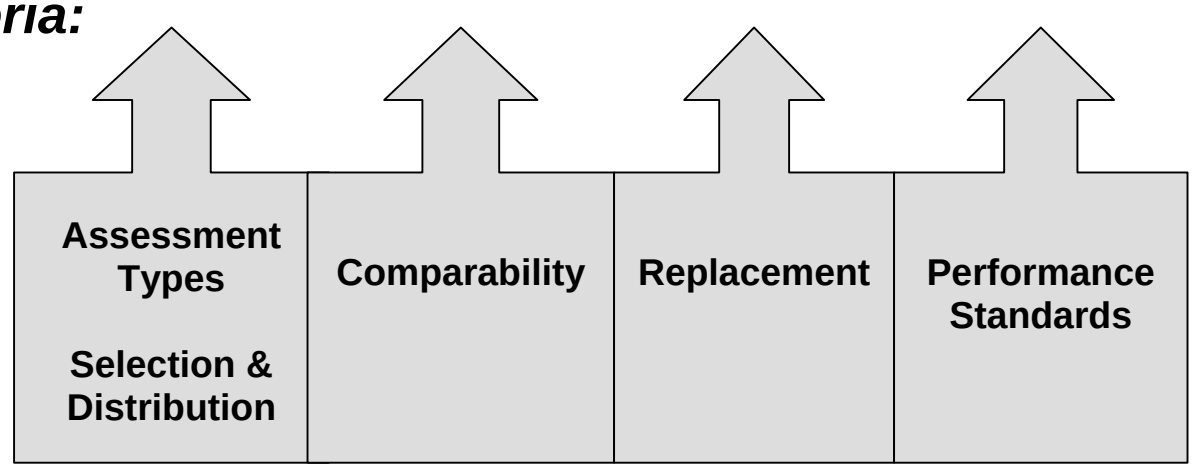
Principles:

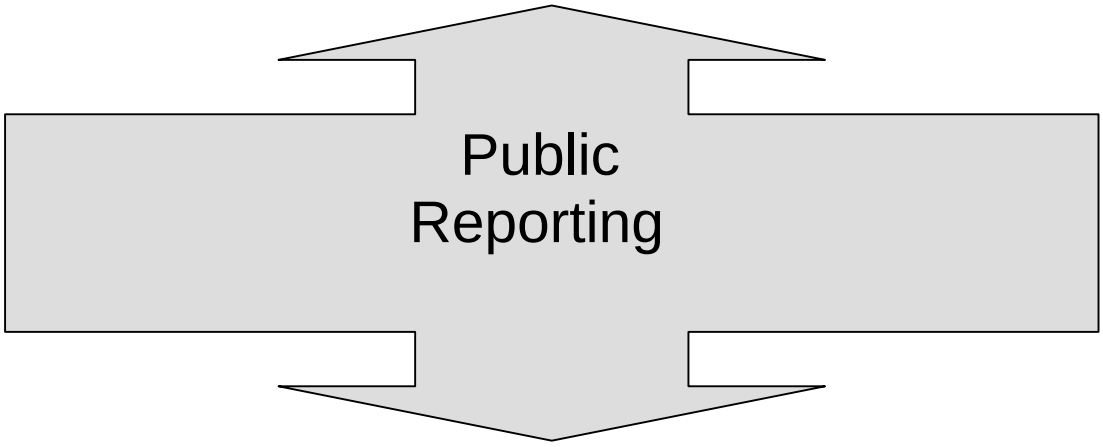
Coherence

Sufficiency

Fairness

Criteria:





The Role of LAS Guide Criteria

Inform and Guide Design and Development of LAS

Criterion 1:

Assessment Types – Selection and Distribution

Criterion 2:

Comparability

Inform and Guide Implementation of the LAS

Criterion 3:

Replacement

Criterion 4:

Performance Standards

Criterion 5:

Public Reporting

WORKING DEFINITIONS FOR THREE TECHNICAL CONSIDERATIONS

VALIDITY = "MATCH"

assessments and standards
assessments and curriculum
assessments and instruction
assessments and students
assessments and purposes

RELIABILITY = CONSISTENCY

consistency among scorers
consistency within assessments
consistency among assessments
patterns of performance

STANDARD SETTING = MAKING JUDGMENTS

How good is good enough?
What does it mean to "meet standards?"

VALIDITY

in an assessment system

What does it look like?

If validity in an assessment describes the extent to which the assessment measures what it is intended to measure (one or more performance indicators), then validity in an assessment *system* describes the extent to which a *collection* of assessments measures what it is intended to measure (a collection of standards – Maine's *Learning Results*).

Each of the requirements listed in Criterion 1: Assessment Types – Selection and Distribution contributes to the validity of the collection.

- Assessing each content standard for each grade span and each content area helps to ensure that the collection includes evidence that is representative of the performance indicators across content standards, grade spans, and content areas.

- Including a minimum of 8-12 assessments helps to ensure that there is sufficient information to draw a valid conclusion about achievement.

- Selecting a sample of performance indicators based on a method of prioritization helps to ensure that the assessment system reflects the biggest and most important ideas across each content area.

- Measuring each school reporting category at least 5 times allows for reporting at a level of greater specificity than the content area and helps to ensure that the assessment system is representative of the whole discipline.

- Using a variety of assessment types selected based on considerations of form and function helps to ensure that assessments are appropriate for the performance indicator, students, and purposes for which they are being used.

Beyond the requirements listed in the LAS Guide, what additional steps will you take at the local level to ensure that your assessment system produces an accurate picture?

RELIABILITY

in an assessment system

What does it look like?

If reliability in an assessment describes the extent to which the assessment provides consistent information, then reliability in an assessment *system* describes the extent to which a *collection* of assessments provides consistent information.

The requirements listed in Criterion 1: Assessment Types – Selection and Distribution, and Criterion 2: Comparability, contribute to the reliability of the collection.

- Including a minimum of 8-12 assessments for each grade span and content area helps to ensure that students have the opportunity to demonstrate a consistent pattern of performance across a sufficient collection of assessments.

- Measuring each reporting category 5 times helps to ensure that there is enough information to report reliably at a level of greater specificity than the content area.

- Using a variety of assessment types helps to ensure that the information represents the extent to which students can consistently demonstrate their knowledge and skills.

- Including 75% common assessments helps to ensure that resulting data reflects information from a consistent collection of assessments.

- Administering and scoring assessments at the classroom, school, school administrative unit, and state level contributes to a collection of information that reflects performance across a variety of levels of assessment and comparing results from the various levels provides an opportunity to monitor the consistency of the information.

- Applying common performance standards and measuring all students against the same standards (with accommodations or alternate assessments as appropriate) helps to ensure that there is consistency in expectations for all students and consistency in the information provided about student performance.

- Converting all scores to a common 1-4 point scale allows data from a variety of assessments to be reviewed for consistency.

Beyond the requirements listed in the LAS Guide, consider additional steps you will take at the local level to ensure that your assessment system produces consistent information.

Inform and Guide Implementation of the LAS

Replacement Assessments for Certification

Here is what we know:

- LAS must provide the opportunity for a student with low performance to demonstrate an acceptable level of proficiency for certification in a content area through another assessment (p.18 definition LAS Guide)

- Replacements are used only if the student is in danger of *not certifying* in specific content area and after receiving additional instruction. (P.18 bullet 1 LAS Guide)

- When assessments are replaced, the replacement should ensure the selection and distribution rules are met: measure each content standard once, have a variety of types, use prioritization of performance indicators, and follow form and function. (p.18 bullet 2 LAS Guide)

- Local school administrative units must create policies that specify when, how often, and under what circumstances students' records of accomplishment will be reviewed, additional instruction will be provided, and replacement assessments will be given. Example: All students' records of accomplishment are reviewed at the end of the second semester and additional instruction is provided as necessary during summer school sessions and then replacement occurs in the fall. Sample polices are in the LAS Guide and the Case Studies.

- Not all assessments will require totally different assessments for replacement. Some assessments can be re-administered with minor changes. For example changing the French Revolution to the Russian Revolution in a social studies event analysis assessment, changing the poem in an English language arts structured response assessment, or changing the identified problem in a scientific investigation. An exception will be bundles and mathematics assessments where only numbers are changed. This is not intended to be interpreted as test/retest.

Performance Standards for Certification

Here is what we know:

- Local school administrative units must APPLY either the recommended or the alternative set of performance standards identified in the guide to certify at each grade span and content area. (p.21 bullet 1 LAS Guide)

- The performance standards defined in Criterion 4 will be applied to all students, schools, and SAU's to ensure fairness (holding everyone and every system against the same standards) and to enable aggregation of local assessment system results across SAU's to determine statewide performance (p. 23 Chapter 127, 4.02D5)

- Student performance for a content area is based on the student's body of work. (p.23 LAS Guide)

- Both sets of performance standards, "Percent of Points Earned" and "Pattern of Performance", are based on a system where scores for all performance indicators assessed are placed on a 4 point scale. (p. 23 LAS Guide)
- Local school administrative districts should select the model that is most consistent with the philosophy and design of their assessment system. (p. 23 LAS Guide)

- As data becomes available from local assessment systems over the course of the next several years, the Department will conduct validation studies to compare results provided by each of the models and will provide additional guidance regarding performance standards. (p. 24 LAS Guide)

- In the meantime, assessments scored or converted to a 4-point scale are appropriate for either of the performance standard models. (p. 24 LAS Guide)

Public Reporting for Certification

Here is what we know:

- Local school administrative units must report annually on the percentage of all students at each performance level for the 5 content areas at the end of each grade span (4^{th},8^{th}, and 12^{th}). (p.25 bullet 1 LAS Guide)

- Local school administrative units must report school level information annually for the 5 content areas at the end of each grade span (4^{th},8^{th}, and 12^{th} grade) at a level of greater specificity than the content area. (p.25 bullet 2 LAS Guide)

- At a minimun, local SAU's must report at the content cluster level. (p.25 bullet 3 LAS Guide)

- Local SAU"s must aggregate and disaggregate as necessary to report at the two levels (content area and content cluster) and for identified subgroups.

- Local SAU's must ensure that reporting or results for individual students or groups of students maintains the confidentiality of individual students. (p.25 bullet 4 LAS Guide)

- Local SAU's should consider developing a communications strategy to clarify the levels of reporting e.g., public reporting, report cards. (p. 25 bullet 3 considerations LAS Guide)

- The implementation of these 3 criteria will be examined very closely during the Local Assessment System Implementation Study 2003-2004.

Assessment Simulation for ELA

Directions:

- Spread out your cards for easy viewing
- Have your LAS Guide handy (pages 9 *and* 14 will be helpful)
- Use the Template for English/Language Arts to record your choices
- Your assessment choices must follow the rules for selection, distribution and comparability of assessments according to the LAS Guide (Criteria 1 and 2)

Important Points to Consider:

- Your assessment choices should represent the prioritization of performance indicators according to Balance of Representation or another method.
- Your assessment choices should represent the "breadth" of the discipline, for example in ELA, you should have assessments that measure reading, writing, speaking, and listening.
- The assessments you choose for this simulation are for "Certification" only. There will be many assessments used in your district for the other purposes of assessment:
  -To inform teaching and enhance learning
  -To monitor and hold school administrative units accountable for students achieving the content standards of Maine's *Learning Results*
- Each school administrative unit will need to create a policy for replacement of assessments.
- Assume the assessments are of high quality; they are valid and can be embedded within instruction.

Suggested Assessment Types for English Language Arts
Revised 10-28-03

Table 1: Example English Language Arts Assessment Types With Example Items

Example English Language Arts Assessment Types Based Upon Form and Function Reflected in Maine *Learning Results*	**Example Grades PK-4 MAP and LAD Assessments**
Reading for Accuracy, Fluency, and Meaning at the PK-2 Grade Span: The heart of this assessment is the measurement of a student's ability to independently read both literary and informational texts with text features and text complexity comparable to DRA K-3 Level 28 [Sample of comparable book titles: *All About Stacy (*Giff and Dell) or *The Stories Julian Tells* (Cameron /Random)] **This does not mean that the DRA has to be the assessment tool but rather that the text chosen for this assessment be of similar complexity to a DRA K-3 Level 28.** It is assumed that this assessment will be given to the student at a point in time after there is sufficient evidence from formative assessment that the student is ready for the text complexities found at a DRA K-3 Level 28. The student reads the complete text silently and independently. After the student reads the complete text silently, s/he joins the teacher in a one-on-one conference and retells the story (if it is a literary text) or responds to specific comprehension questions. Next, the teacher takes a record of oral reading as the student reads at least 100 words from the text. Recognizing the interdependence among accuracy, fluency, and comprehension, all components are scored on the rubric. To standardize administration, teachers should refrain from prompting students beyond the words provided in the comprehension questions. An accuracy rate of 94% is expected in the oral reading. Fluency is measured in degrees of demonstration of the following components- expression, phrasing, and rate. Comprehension is measured by the degree to which the content of the comprehension questions are addressed in the student's retelling for literary text and in the accuracy and thoroughness of the responses to the comprehension questions for informational text. Due to the significant differences in reading approaches and strategies for informational and literary texts, it is assumed that a student would be ready at different points in time for the assessment of literary and informational texts. The rubric for each genre also recognizes the unique expectations for success in each genre.	LAD PK2 *Independent Reading Assessment at PK-2* (formerly- *Reading Strategies Checklist*)
Reading for Accuracy, Fluency, and Meaning at the 3-4 Grade Span: The heart of this assessment is the measurement of a student's ability to independently read both literary and informational texts with text features and text complexity comparable to a DRA 4-8 Level 40 [Sample comparable texts: The *Bunnicula* series by James Howe and others (Simon & Schuster), the *Magic School Bus* series by Joanna Cole (Scholastic)]. **This does not mean that the DRA has to be the assessment tool but rather that the text that is chosen for this assessment be of similar complexity to a DRA 4-8 Level 40.** It is assumed that this assessment will be given to the student at a point in time after there is sufficient evidence from formative assessment that the student is ready for the text complexities found at a DRA 4-8 Level 40. The student silently reads the complete text then responds to the comprehension questions about the text independently. These questions require the student to summarize the most	*LAD Assessment example is currently under development.*

important facts and ideas contained in an informational text or read and interpret literary texts. (If in the professional judgment of the teacher, having the student write her/his responses to the comprehension questions will not give an accurate measurement of the student's reading comprehension, this portion of the assessment may be completed orally in the one-on one conference with the teacher.) To standardize administration, teachers should refrain from prompting students beyond the words provided in the comprehension questions. Once the comprehension questions have been answered, the teacher takes a record of oral reading in a one-on-one reading conference, as the student reads at least 100 words from the text. Recognizing the interdependence among accuracy, fluency, and comprehension, all components are scored on the rubric. An accuracy rate of 97% is expected in the oral reading. Fluency is measured in degrees of demonstration of the following components- expression, phrasing, and rate. Comprehension is measured by the degree of thoroughness in the interpretation of the literary text and in the summary of the most important facts and ideas contained in an informational text. Due to the significant differences in reading approaches and strategies for informational and literary texts, it is assumed that a student would be ready at different points in time for the assessment of literary and informational texts. The rubric for each genre also recognizes the unique expectations for success in each genre.	
Bundle- A bundle is a set of questions with any combination of selected responses, short answer responses and/or short constructed response questions. A bundle may assess a single performance indicator that is either broad in nature or has multiple components or a bundle may assess up to two related performance indicators. Bundles should have a minimum of 12 units (decision points for scoring or internal score units) with each selected response item counting as 1 unit, each short answer response item counting as 2 units, and each short constructed response item counting as 4 units. A minimum of 12 units is required to ensure the bundle contains sufficient evidence to make a decision about level (s) of performance on the performance indicator (s). Each indicator is scored on a single rubric.	LAD 3-4 *Figurative Language*
Structured Response- **A structured response assessment provides the student with a set of guiding questions and/or formats in which to respond after reading text, listening to a presentation, viewing a visual production, or observing how words and images communicate. To respond to this assessment type, the student does not have to make decisions about the questions that need addressing, nor the format in which to respond. A structured response may have multiple steps or may have increasing levels of sophistication with early responses scaffolding to the more rigorous requirements found later in the assessment. The size and scope (dimensions) of this assessment will be determined by the number of performance indicators identified to be assessed by the assessment and the cognitive demand of these performance indicators.** [The term scaffolding first appeared in educational discussions on " the zone of proximal development". It refers to the support and structure provided to help students know what to do. Often the structures (e.g. graphic organizers) help students better articulate their understandings.]	LAD PK-2 Paper Bag Book Report *LAD 9-12* Double Entry Journal
Constructed Written Expression- The heart of this assessment is the student's ability to demonstrate the craft of writing for original compositions. A constructed written expression is defined by the degree of decisions the student makes around the traits of writing (idea development, organization, voice, word choice, sentence fluency, and conventions) as a written piece is constructed in one of the following modes of writing: narrative, descriptive, expository, or persuasive. The student "owns the pen" and makes all decisions in the development of the writing including whether to utilize any suggestions offered in writing conferences with either the teacher or a peer. In a PK-12 LAS Individual Student Inventory, evidence of each mode ought to be evident at least once in a student's continuum	LAD PK-2 *Try It This Way! (narrative)* MAP 3-4 *Our Maine Facts (expository)*

of assessment results. ❖ **Narrative writing tells a story or recounts an event. Narration usually builds in excitement or suspense, one detail after another, leading up to the climax.** ❖ Descriptive writing uses descriptive language to clarify, enhance, or develop an idea. ❖ Expository writing explains or informs. In this mode, the student clearly demonstrates a solid understanding of the topic often exhibiting analytical and evaluative thinking from the writer's perspective. ❖ Persuasive writing urges the reader to adopt or accept a particular position or belief of the writer. Careful analysis by the writer aids in the consideration of all perspectives and in the planning of how to address each in a manner that supports the position taken by the writer.	LAD 5-8 You're the Expert! *(expository)* MAP 9-12 Words, Words, Words (expository) LAD 3-4 *"Oh Come On, Please!"* *(persuasive)*
Constructed Oral Expression The heart of this assessment is the ability to demonstrate the craft of speaking to an audience in an engaging manner. In this assessment, the student is given a topic or selects a topic in which to plan the content for an oral presentation to an intended audience while striving to achieve a distinct purpose (e.g. to summarize, to narrate, to inform, to explain, to persuade, to evaluate, to analyze, or to defend) and delivering the presentation using effective strategies of address (e.g., tone, eye contact, gestures, voice modulation, changes of rhythm). In a PK-12 LAS Individual Student Inventory, evidence of presentations achieving different distinct purposes ought to be evident in a student's continuum of assessment results.	*PK-2 LAD* *Speak Up* LAD 9-12 Welcome to High School
Research Project and/or Presentation- The heart of this assessment is the demonstration of the ability to conduct and report research. In this assessment, the student conducts research by generating ideas and questions and/or by posing problems. Data is gathered, evaluated, and synthesized from a variety of sources (including both primary and secondary sources) then discoveries are communicated in a manner developmentally appropriate for the grade span, aligned with Maine's *Learning Results* for the grade span, and suited to the purpose and audience of the research. How the research results are communicated will vary based on decisions made by the student after consulting with the teacher about the product.	MAP 3-4 The Search is On! MAP 9-12 *Information Please*

ELA
Gr. 9 – 12
Revised

Assessment Title:
Double Entry Journal

Standards Assessed:
A A B

Clusters:
Reading and Viewing

Type:
Structured Response

Source: LAD

TEMPLATE for English/Language Arts

GRADE SPAN: (check one) **___ PK-4 elementary** **___ 5-8 middle level** **___ 9-12 secondary**			**Reading and Viewing** Cluster Minimum 1 measure per content standard			**Writing and Speaking Cluster** Minimum 1 measure per content standard			**Integrated Literacy Cluster** Minimum 1 measure per content standard	
Assessment Title	**Source Of Assess-ment**	**Assessment Type**	**A**	**B**	**D**	**E**	**F**	**G**	**C**	**H**
Total # of Assessments= **Minimum 8-12**		**Total # assessment types** **Variety of types**	**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**	

Sam's Record of Achievement for Certification
(Percentage of Points Sample)

For teaching purposes only-**REVISED OCTOBER 2003**

English / Language Arts	**Percent of Points Earned**				**9-12**
Assessment Title ***** = common	**Assessment Type/Source**	**Cluster**	**Standards and PI's**	**Points Earned/ Available Points**	**Grade/Course of Administration**
See It My Way!* **(Replaced)**	Constructed Written Expression **Local**	EFG	E2 F1 G5 G10	E2-NS F1-2 G5-1 G10-1 **E2-1** **F1-3** **G5-2** **G10-3**	Freshman English **Freshman English**
Family Research* **(Replaced**)	Research Project and/or Presentation **Local**	ABD CH	H2 H3 H4 D6	H2-1 H3-2 H4-1 D6-NS **H2-3** **H3-3** **H4-2** **D6-3**	Freshman English **Freshman English**
Not Your Average Book Report! *	Structured Response **Local**	ABD	A10 B6 B7	A10-2 B6-2 B7-3	Sophomore English
Words, Words, Words*	Structured Response **and** Constructed Written Expression **MAP**	EFG CH	E2 F1 G9 C1	E2-NS F1-3 G9-3 C1-2	Sophomore English
Character in Conflict*	Structured Response **and** Constructed Written Expression **MAP**	ABD EFG	A11 B7 F1 G9	A11-3 B7-3 F1-3 G9-3	Junior English

Memorable Moment*	Constructed Written Expression **Regional Assessment**	EFG	F1 G2 G3 G8	F1-3 G2-2 G3-3 G8-3	Junior English
Patterns in History*	Research Project and/or Presentation **Local Integrated (ELA + SS)**	CH	H2 H4 H11	H2-3 H4-4 H11-2	Junior English
Welcome To High School*	Constructed Oral Expression **LAD**	EFG	F3 G2 G4	F3-3 G2-3 G4-2	Junior English
Double Entry Journal	Structured Response **LAD**	ABD	A4 A10 B5	A4-3 A10-3 B5-3	Senior English
Political Speech	Constructed Oral Expression **Local Integrated (ELA + SS)**	EFG ABD	F3 G2 D2 D5	F3-3 G2-2 D2-3 D5-3	Senior English
Total Number of Assessments 10		**Points/Cluster**		**ABD 31/44** **EGF 45/72** **CH 19/28**	**70%** **62.5%** **68%**
		Points/ Content Area		**95/144**	**65.9%**

Assessment Simulation for Science

Directions:

- Spread out your cards for easy viewing
- Have your LAS Guide handy (pages 9 *and* 14 will be helpful)
- Use the Template for Science to record your choices
- Your assessment choices must follow the rules for selection, distribution and comparability of assessments according to the LAS Guide (Criteria 1 and 2)

Important Points to Consider:

- Your assessment choices should represent the prioritization of performance indicators according to Balance of Representation or another method.
- Your assessment choices should represent the "breadth" of the discipline, for example in Science, you should have assessments that measure knowledge, concepts, and skills in physical, life, and earth and space science.
- The assessments you choose for this simulation are for "Certification" only. There will be many assessments used in your district for the other purposes of assessment:
  -To inform teaching and enhance learning
  -To monitor and hold school administrative units accountable for students achieving the content standards of Maine's *Learning Results*
- Each school administrative unit will need to create a policy for replacement of assessments.
- Assume the assessments are of high quality; they are valid and can be embedded within instruction.

Suggested Assessment Types for Science and Technology

Table 1: Example Science Assessment Types with Example Items

Example Science Assessment Types Based Upon Form and Function Reflected in Maine Learning Results	**Example Grades 3-4 MAP and LAD Assessments**
Bundle - A bundle is a set of questions with any combination of selected responses, short answer responses and/or short constructed response questions. A bundle may assess a single performance indicator that is either broad in nature or has multiple components or a bundle may assess up to two related performance indicators. Bundles should have a minimum of 12 units (decision points for scoring or internal score units) with each selected response item counting as 1 unit, each short answer counting as 2 units, and each short constructed response item counting as 4 units. A minimum of 12 units is required to ensure the bundle contains sufficient evidence to make a decision regarding level (s) of performance on the performance indicator (s). Each indicator is scored on a single rubric.	*LAD Earth and Its Moon*
Structured Response - A structured response assessment is defined by students being provided a set of guiding questions and/or formats in which to respond to a topic or problem. To respond to this assessment type, the student does not have to make decisions about the questions that need addressing, nor the format in which to respond.	*MAP Polar Bears in Phoenix* *LAD Chemical & Physical Change*
Scientific Critique – In a scientific critique assessment the student examines scientific claims made by others. The student evaluates the claim, and makes arguments that support or refute the claim based upon the application of content knowledge OR scientific evidence gathered through research.	*None available at this time*
Research Project – In a research project the student is either provided a topic or selects a topic for study, formulates a question to answer, conducts secondary research (seeks literature written by others), analyzes and synthesizes those findings to address the question posed. The product can be a written report, or other presentation styles like a poster, or Power Point presentation, or a brochure based upon the original topic to be studied.	*MAP Different Strokes for Different Folks*
Scientific Investigation – In a scientific investigation a student conducts a short-term and/or long term (long term required for secondary) investigation on a problem identified by the student or the teacher. The student makes a hypothesis, designs an experiment to test the hypothesis, collects appropriate data and observations, represents the finding, analyzes findings, and draws conclusions about the original question/problem of study. When appropriate, observational data is collected on J.1 – Make accurate observations using appropriate tools and units of measures and/or other skill based indicators.	*MAP Disappearing Lifesaver* *LAD Comparing Soils*
Design Technology - In a design technology assessment students are asked to design a product that will solve a technical problem.	*LAD Strike Up the Band*
Personal Communication – A personal communication requires interaction between the student and a teacher through an observation, interview or conference.	*LAD Seeing Cells (partially)*

Science & Technology
Gr. 9 – 12

Assessment Title:
Ajax Seed

Standards Assessed:
C2, J2

Type:
Structured Response

Origin: LAD

TEMPLATE FOR SCIENCE

GRADE SPAN: (check one) **___ PK-4 elementary** **___ 5-8 middle level** **___ 9-12 secondary**			**Life Sciences Cluster** Minimum 1 measure per content standard			**Physical Sciences Cluster** Minimum 1 measure per content standard			**Earth and Space Sciences Cluster** Minimum 1 measure per content standard			**Nature and Implications of Science Cluster** Minimum 1 measure per content standard			
Assessment Title	**Source Of assessment**	**Assessment Type**	**A**	**B**	**C**	**E**	**H**	**I**	**D**	**F**	**G**	**J**	**K**	**L**	**M**
Total # of Assessments= **Minimum 8-12**		**Total # assessment types** **Variety of types**	**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			

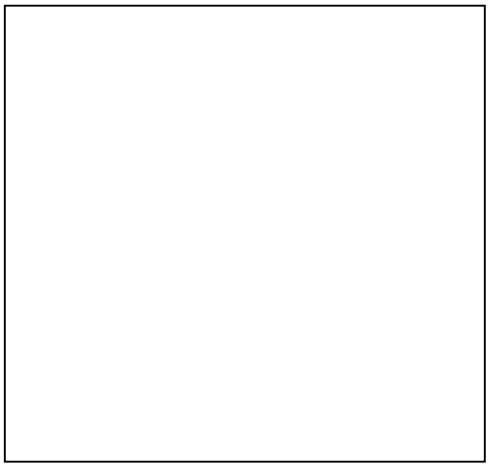
Sam's Record of Achievement for Certification
(Percentage of Points Sample)
For teaching purposes only-**REVISED OCTOBER 2003**

Science and Technology	**Percent of Points Earned**				**K-4**
Assessment Title *** =** common	**Assessment Type/Source**	**Cluster**	**Standards and PI's**	**Points Earned/ Available Points**	**Grade/Course of Administration**
Life Cycle Book*	Structured Response MAP	ABC DFG JKLM	A3 D3 K6 L6	A3 -3 D3 – 3 K6 – 2 L6 - 2	1st grade
Melts in the Sun* **(Replaced**) The Sun's Heat	Scientific Investigation LAD **Scientific Investigation Local**	EHI JKLM	H1 J3 K3	H1 - 1 J3 - 2 K3 -1 **H1 – 3** **J3 – 3** **K3 - 2**	1st grade **2nd grade**
Insects and Me *	Bundle LAD	ABC	C1	C1 - 3	2nd grade
Energy Everywhere*	Bundle LAD	EHI	H1 H2	H1 – 2 H2 - 3	3rd grade
Food Web*	Bundle LAD	ABC	B1 B2	B1 – 3 B2 - 3	3rd grade
Science Around Us*	Scientific Critique Local	EHI DFG JKLM	E1 F2 F4 L5 M3	E1 – 2 F2 – 2 F3 – 3 L5 – 3 M3 - 2	4th grade
Soils*	Exhibition Assessment (with ELA) MMSA	DFG JKLM	F3 J2 K3 L4	F3 – 4 J2 – 3 K3 – 3 L4 - 3	4th grade
Moving Massive Things*	Scientific Investigation LOCAL	EHI JKLM	I2 J1 L1	I2 - 3 J1 - 3 L1 - 2	4th grade

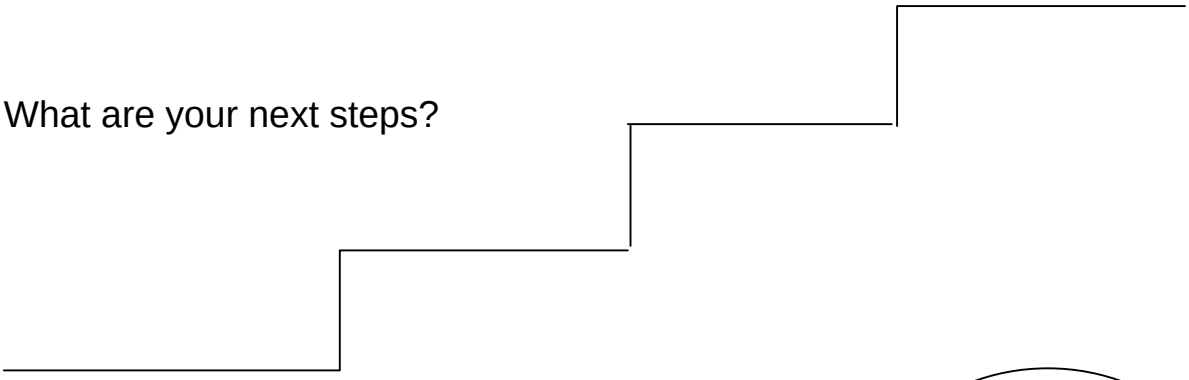
Plot Study	Scientific Investigation MAP	ABC JKLM	A1 J1 K4	A1 – 2 J1 – 3 K4 - 3	3rd grade
Earth and Its Moon	Bundle LAD	DFG	G3	G3 - 3	3rd grade
Total Number of Assessments 10		**Points/Cluster**		**ABC 14/20** **EHI 13/20** **DFG 15/20** **JKLM 31/48**	**70%** **65%** **75%** **65%**
		Points/ Content Area		**73/108**	**68%**

Reflections

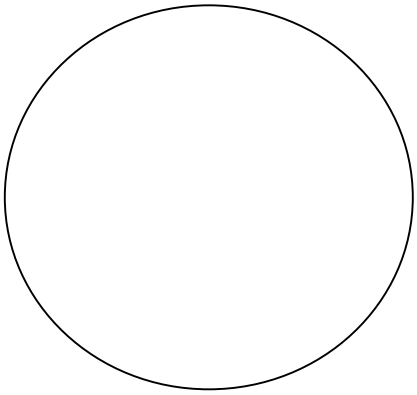
What squares with your thinking?



What are your next steps?



What is still circling around in your thoughts?



Additional Resources

Table Of Contents for Resources

LAS Guide Addendum

Health Education Content (Topic) Area Groupings

Criterion 1: Assessment Types – Selection and Distribution (p. 9)

RULES

- Include a minimum of 1 assessment for each health education content (topic) area groupings. (Chapter 127 – 5.02D, 6.01D, 7.01A.4)

Criterion 3: Replacement (p. 18)

RULES

- Bullet 2 add to the end, Note: each health education content(topic) area groupings must be measured

Health Education Content (Topic) Area Groupings

1. Personal Health and Nutritional Health
2. Family Life and Growth and Development
3. Consumer Health and Tobacco, Alcohol and Other Drug Use Prevention
4. Safety and Accident Prevention
5. Community Health, Environmental Health and Prevention and Control of Disease and Disorders

Moose and Squirrel High Schools
Two Case Studies

The two case studies that have been created to accompany the LAS Guide have been done so for **instructional purposes only**. Moose and Squirrel High Schools are fictitious.

The case studies are designed to illustrate the application of the Principles, Criteria, Rules and Considerations defined in the Local Assessment System (LAS) Guide: Principles and Criteria for the Adoption of Local Assessment Systems.

- Importantly, they demonstrate the fact that there will be a variety of viable Local Assessment Systems.
- Moose and Squirrel High Schools are different, and yet each, in theory, meets the requirements established for local systems.
- Using the Case Studies as a companion document to the LAS Guide will hopefully illuminate the Principles and Criteria.

The case studies **SHOULD:**

- Be considered as examples showing the range of possibilities allowed by the LAS Guide.

The case studies **SHOULD NOT:**

- Be construed as exemplary or as perfect models to be exactly imitated
- Be considered "the way" of instructional or assessment philosophy according to Maine's Department of Education.

Complete copies of the CASE STUDIES are available on the Maine Department of Education's website www.state.me.us/education/lsalt/localassess.htm

TEMPLATE FOR English/Language Arts

GRADE SPAN: (check one) **___ PK-4 elementary** **___ 5-8 middle level** **___ 9-12 secondary**			**Reading and Viewing** Cluster Minimum 1 measure per content standard			**Writing and Speaking Cluster** Minimum 1 measure per content standard			**Integrated Literacy Cluster** Minimum 1 measure per content standard	
Assessment Title	**Source of Assess-ment**	**Assessment Type**	**A**	**B**	**D**	**E**	**F**	**G**	**C**	**H**
Total # of Assessments= **Minimum 8-12**		**Total # assessment types** **Variety of types**	**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**	

TEMPLATE FOR HEALTH EDUCATION AND PHYSICAL EDUCATION

GRADE SPAN: (check one) ___ **PK-4 elementary** ___ **5-8 middle level** ___ **9-12 secondary**			**Health Education Content (Topic) Area Groupings** Minimum 1 measure per each content (topic) area grouping	**Health Knowledge** Minimum 1 measure per content standard			**Health Skills** Minimum 1 measure per content standard			**Physical Education Knowledge and Skills** Minimum 1 measure per content standard		
Assessment Title	**Source Of assessment**	**Assessment** Type	Content (Topic) area Grouping	**A**	**B**	**D**	**C**	**E**	**F**	**A**	**B**	**C**
Total # of Assessments= Minimum 8-12		Total # of assess-ment types Variety of types	**Total # of content (topic) area** groupings Minimum 1 measure per each content (topic) area grouping	**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**		

TEMPLATE FOR MATHEMATICS

GRADE SPAN: (check one) **____ PK – 4** **____ 5 – 8 middle level** **____ 9 – 12 secondary**			**Numbers and Operations Cluster** Minimum 1 measure per content standard			**Shape and Size Cluster** Minimum 1 measure per content standard		**Mathematical Decision Making Cluster** Minimum 1 measure per content standard			**Patterns Cluster** Minimum 1 measure per content standard		
Assessment Title	**Source of Assessment**	**Assessment Type**	**A**	**B**	**I**	**E**	**F**	**C**	**D**	**J**	**G**	**H**	**K**
Total # of Assessments = **Minimum 8 - 12**		**Total # assessment types** **Variety of types**	**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**		**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**		

TEMPLATE FOR SCIENCE

GRADE SPAN: (check one) **___ PK-4 elementary** **___ 5-8 middle level** **___ 9-12 secondary**			**Life Sciences Cluster** Minimum 1 measure per content standard			**Physical Sciences Cluster** Minimum 1 measure per content standard			**Earth and Space Sciences Cluster** Minimum 1 measure per content standard			**Nature and Implications of Science Cluster** Minimum 1 measure per content standard			
Assessment Title	**Source Of assessment**	**Assessment Type**	**A**	**B**	**C**	**E**	**H**	**I**	**D**	**F**	**G**	**J**	**K**	**L**	**M**
Total # of Assessments= **Minimum 8-12**		**Total # assessment types** **Variety of types**	**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**			

TEMPLATE FOR SOCIAL STUDIES

GRADE SPAN: (check one) **___ PK-4 elementary** **___ 5-8 middle level** **___ 9-12 secondary**			**Civics/Gov't** Cluster Minimum 1 measure per content standard				**History Cluster** Minimum 1 measure per content standard			**Geog-raphy Cluster** Minimum 1 measure per content standard		**Economics Cluster** Minimum 1 measure per content standard			
Assessment Title	**Source Of Assessment**	**Assessment Type**	**A**	**B**	**C**	**D**	**A**	**B**	**C**	**A**	**B**	**A**	**B**	**C**	**D**
Total # of Assessments= **Minimum 8-12**		**Total # assessment types** **Variety of types**	**# measures** **Minimum 5/cluster**				**# measures** **Minimum 5/cluster**			**# measures** **Minimum 5/cluster**		**# measures** **Minimum 5/cluster**			

Departmental Informational Letters Related to Assessment through 23 October 2003

(http://www.state.me.us/education/edletrs/ilethome.htm)

Letter #12, No Child Left Behind Act – Assessment Plan	8/13/03
Letter #13, Maine Educational Data Management System (MEDMS) Update	8/13/03
Letter #14, Maine Educational Assessment (MEA) Online	8/14/03
Letter #15, Local Assessment Development Formal Field Test	8/19/03
Letter #20, Information on Adequate Yearly Progress (AYP) and Identification of Continuous Improvement Priority Schools (CIPS)	8/29/03
Letter #23, Timelines for Chapter 127 (Instructional Program, Assessment, and Diploma Requirements) and for Essential Programs and Services (EPS)	9/15/03
Letter #27, Adequate Yearly Progress (AYP) and Continuous Improvement Priority Schools Communications Timeline	9/24/03
Letter #30, Fall/Winter 2003 – Local Assessment System (LAS) Seminar Series	10/9/03
Letter #31, Guidelines for the Implementation of K-12 Career Preparation Education, Modern and Classical Languages, and Visual and Performing Arts	10/8/03
Letter #34, Local Assessment System Implementation Study	10/16/03
Letter #36, Update on Maine DOE Activities Related to Adequate Yearly Progress (AYP)	10/21/03
Letter #37, Update – Public Announcement on Adequate Yearly Progress (AYP)	10/23/03

Taking Stock

In light of what we have learned in the Assessment Development Institute, where is our school administrative unit in the process of developing our local assessment system?

Here are some key questions to consider as you "Take Stock".

The Big Picture:
What foundational work has been done to prepare teachers, administrators and school boards for their role in developing a local assessment system?

_____Are curriculum documents aligned with Maine's *Learning Results* in all disciplines?

_____ Does your curriculum provide a fair opportunity for all students to learn, develop, and demonstrate the content of Maine's *Learning Results*?

_____ Are assessments in all disciplines aligned with the curriculum and performance indicators from Maine's *Learning Results*?

_____ Have teachers in all disciplines learned to develop and use rubrics that have the performance levels of, "Does Not Meet, Partially Meets, Meets, and Exceeds"?

_____ Are any common assessments currently being used in your school administrative unit?

_____ Have accommodations and/or alternate assessments been developed and made available for students as appropriate?

_____ Has there been coordination of assessments with career/technical centers?

_____ Have all educators participated in common scoring sessions?

_____ Have teachers reviewed and analyzed data from the MEA or common scoring to make decisions regarding curriculum, instruction and assessment?

_____ Has your school board developed policies that support this work?

_____ Has there been public information available for the community and parents about Maine's *Learning Results*, curriculum alignment and assessment?

Potential Next Steps

Assessment Tasks

- **Identify Assessment Tasks For each Grade Span and Discipline**
- **Find Assessment Tasks to Adopt or Adapt**
- **Create Assessment Tasks**
- **Plot Assessment Tasks on a Template to Meet the Distribution Rules**
- **Identify Replacement Tasks**
- **Identify Appropriate Assessments for Alternate Assessments**

Professional Development Considerations

- **Assessment Types**
- **Assessment Task Protocol**
- **Reliability & Validity**
- **New Vocabulary**
- **Familiarity with Grade Span Templates**
- **Maximizing Student Access**
- **Instructional Methods (Standards Based)**

Next Steps for Implementing the Principles and Criteria…

- Select a sampling of the performance indicators to assess using the Balance of Representation or some other method of prioritization
- Identify a minimum of 8-12 assessments for each grade span and content area
- Make sure that the collection of assessments samples every content standard
- Measure each cluster 5 times
- Have a variety of assessment types across the discipline
- Identify at least 75% of our assessments as common
- Identify up to 25% of our assessments as classroom
- Align all assessments for certification with a performance indicator(s) and score on a four point scale
- Administer assessments at the classroom, school, and school administrative unit level
- Ensure the most appropriate of the 3 avenues for individual students (standard administration, administration with accommodations, and alternate assessment)
- Identify contribution of assessments from career and technical regions/centers
- Develop a policy for replacement assessments
- Identify and develop replacement assessment tasks
- Select one of the Performance Standards methods from the LAS Guide
- Develop a procedure for reporting scores at the required levels for certification

Action Plan

In light of where we are in the process of developing a local assessment system, these are "next steps" for the coming school year.

Here are some key considerations as you develop your plan:

Professional Development
Who?
What?
When?

Work to be Accomplished by Committees
Which committee?
What must they do?

Work to be Accomplished by Teachers
Instructional changes?
Assessment changes?
Other?

Work to be Accomplished by Building Administrators
Leadership role?
New knowledge?
Supervision and evaluation?
Coordination with Career/Technical Centers
Other?

Work to be Accomplished by Central Office
Leadership Role?
Communications strategy?
Other?

Work to be Accomplished by School Board
Policy development?
Budgetary support?
Other?

LAS Action Plan…..

WHAT	WHO	WHEN	RESOURCES NEEDED	COMMUNICATION STRATEGY	EVIDENCE OF SUCCESS

MEDMS Update – October 2003

Purpose:
The Maine Education Data Management System (MEDMS) is a web-based information management system that will link the Maine Department of Education (MDOE) with schools around the state in order to meet state and federal reporting requirements.
For example, MEDMS

- Assists Maine in meeting the Federal *No Child Left Behind* reporting requirements including
  - Statewide reporting of *Learning Results*
  - Public Teacher Certification Violation report for parents
  - Collection of special programs data
- Establishes a statewide Unique Student Identifier
- Facilitates data collection for *Essential Programs and Services*
- Enables schools to share and compare data statewide as well as nationally
- Eliminates many paper-based forms and redundant data collection systems

Current Status:
Phase 1, Release 1A – Expected to go live in November 2003

- Security module – enables local admin to assign roles/permissions, reset passwords
- Staff module - web form to replace EFM-15 (pink) staff information form
- Class module - allows teachers to be assigned to classes
- Training for technical coordinators and data input personnel will be held in all nine superintendent regions

Phase 1, Release 2 – Scheduled for early 2004

- Student module – Demographics, Enrollment, Programs data
- Limited English Proficiency module
- Safe and Drug Free module
- Truancy module

Phase 2

- Assessment

SIS Vendors:
There are several Student Information System (SIS) vendors that have submitted xml files to the Maine Department of Education for review for compliance with MEDMS and had the format of their xml files certified as matching the structure of the Student and Student Enrollment files. These vendors are:

- IStars (iStars Corp.)
- MMS (Computer Resources)
- Odyssey (Rediker)
- PowerSchool (Apple)
- SchoolMaster (Olympia Computing)
- StudentSphere (Tenex)
- Web2school (Wicked Good)

It is important to note that each of these vendors has developed their own XML transformation and export utility that is required to create the export file for MEDMS to accept your data. Some vendors charge an extra fee for this module and others do not.

Data Quality:
While most SIS vendors have provided (or soon will provide) the proper xml file structure to schools using their software, the data within those SIS systems will have to be checked carefully for compliance with MEDMS expectations. The common issues are: missing required data, data in an incorrect format, incorrect codes for things such as grade level or ethnicity and clerical errors. These sorts of data problems must be corrected at the local level before the data is uploaded to MEDMS.

For more information: Please visit the MEDMS web site at:
http://www.state.me.us/education/medms/homepage.htm

LAS GUIDE/Terms

COHERENCE - The extent to which the individual assessments that make up the Local Assessment System function in an integrated and balanced fashion within that system to capture both the depth of understanding (or cognitive complexity) and breadth of content knowledge and skills in each content area as defined by Maine's *Learning Results*.

SUFFICIENCY - The amount of evidence needed in a Local Assessment System to allow valid and reliable inferences about achievement of the standards of Maine's *Learning Results* by an individual student, school, or school administrative unit.

CONTENT CLUSTER - Groupings of closely related content standards within a content area, to establish an intermediate level of organization of the *Learning Results* so that the answer to the sufficiency question might remain within the parameters of "practical and manageable."

FAIRNESS - Opportunity to learn, develop, and demonstrate knowledge and skills, with respect to gender, ethnicity, socioeconomic status, and disability.

ASSESSMENT TYPE - Methods of assessment that measure content and skills within a content area at a specified breadth and depth.

COMPARABILITY - Similar judgments of student performance in content area (e.g. Meets the Standard v. Partially Meets the Standard) reflect similar levels of proficiency in terms of content and skills as identified for Maine's *Learning Results*.

COMMON ASSESSMENT - The same assessment is administered to each student within the school administrative unit at a time when it is instructionally appropriate for the individual student or group of students.

REPLACEMENT - Means by which the assessment system provides the opportunity for a student with low performance to demonstrate an acceptable level of proficiency for certification in a content area through another assessment.

PERFORMANCE STANDARD - Level of student performance across and within the Local Assessment System that provide sufficient evidence that the student "Meets the Standard" in the content area as a whole.

PUBLIC REPORTING - Processes and procedures used to record and aggregate student performance information related to the Local Assessment System in order to support annual reporting at each grade span for certification of student achievement of the *Learning Results* and school level information about performance at the content cluster level (at a minimum) as required by Chapter 127.